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ABSTRACT

This guide lists six model content standards for geography education in Colorado elementary schools. Standards cited in the guide are: (1) students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments; (2) students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change; (3) students understand how physical processes shape the earth's surface patterns and systems; (4) students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict; (5) students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources; and (6) students apply knowledge of people, places, and environments to understand the past and present and to plan for the suture. For each of the six standards, the guide outlines educational objectives for students in kindergarten through grade eight. (BT)

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ED 468 208

COLORADO MODEL CONTENT STANDARDS FOR GEOGRAPHY, GRADES, K-8

Suggested Grade Level Expectations*

(Suggestions for improvement are always welcome)

SO 033 852

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Standard 1:

Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.

6.2 *Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spacial perspective.*

Kindergarten students will:

- understand what maps, globes and other geographic tools represent and how they are used;
- understand that the same features can be represented by maps made to different scales;
- understand what the different colors on a topographic map mean.

First and second grade students will:

- understand the standard orientation of maps and globes (where North, South, East and West are located); find different directions on the map;
- understand that maps contain legends with symbols explaining various features and can explain various symbols;
- interpret simple unfamiliar maps;
- draw simple maps of familiar areas;
- create maps to illustrate a story.

Third grade students will: do all of the above at a higher level plus:

- measure straight-line distances using a bar scale;
- know how to use an atlas and some on-line resources to find geographic information.

Fourth grade students will: do all of the above at a higher level plus:

- measure various distances using map scales;
- read maps and globes using longitude and latitude, coordinates, degrees;
- understand meridians and time zones (the International Date Line);
- understand relief maps - elevations and depressions.

Fifth grade students will: do all of the above plus:

- interpret aerial graphs and maps of communities;
- design custom maps with desired information, using mapping symbols;
- construct diagrams and charts to display spatial information.

Sixth through eighth grade students will: do all of the above plus:

- understand the concept of the Tropics of Cancer and Capricorn - what they represent, what they are due to and their significance in terms of seasons and temperature on Earth;
- understand the essence of climate zones: Arctic, Tropic, Temperate;
- locate and explain the Arctic Circle and the Antarctic Circle;
- understand how a flat map represents the round globe - Mercator, conic and plane projections.

1.2 Students develop knowledge of Earth to locate people, places and environments.

Kindergarten students will:

- identify major topographic features such as rivers, lakes, mountains, valleys;
- recognize the shape of, and locate the seven continents on a map or a globe;
- locate the Atlantic and Pacific Oceans;
- locate the North and South Poles;
- locate North America (the continental United States, Alaska, and Hawaii).

First and second grade students will: do all of the above plus:

- name and locate the town, city, or community, as well as the state where they live;
- identify major oceans: Pacific, Atlantic, Indian, Arctic;
- demonstrate more expanded knowledge about the seven continents;
- locate all of the major countries in North America, in relation to each-other;
- name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them;
- locate: the Equator, the North and South Hemispheres and Poles;

- locate major mountains and rivers in the United States;
- demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America.

Second grade students will: do all of the above plus:

- identify additional geographical terms and features, such as: coast, valley, prairie, desert, oasis;
- demonstrate knowledge on the continent of Asia and locate major countries: China, India, Japan (islands), Russia;
- demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics;
- demonstrate knowledge of the geography of the Classical Ancient World - the region of the Mediterranean and Aegean seas;
- demonstrate knowledge of the Western Expansion in North America – the new states, the routes, the migrations, etc.;
- demonstrate knowledge of the geography of the American Civil War;
- name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water;
- demonstrate knowledge of countries in South America.

Third grade students will: do all of the above plus:

- demonstrate knowledge of topographical features such as: boundary, channel, delta isthmus, plateau, reservoir, strait;
- demonstrate knowledge of the geography of Canada:
  a. locate relative to the United States;
  b. areas of French and British heritage;
  c. Rocky Mountains;
  d. Hudson Bay, St. Lawrence River, Yukon River;
  e. major provinces;
  f. major cities.
- demonstrate knowledge on the location and characteristics of the important rivers of the world, on all continents;
- demonstrate expanded knowledge on the geography of the Classical Ancient World:
  a. the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosphorus, the Suez Canal;
  b. Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance;

- demonstrate knowledge of the geography of Scandinavia (including Greenland, Iceland, Newfoundland) as it relates to the history of the Vikings;
- demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement;
- demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies;

Fourth grade students will: do all of the above plus:

- locate and discuss major mountain ranges throughout the World;
- discuss the altitude of high mountains throughout the World;
- demonstrate knowledge of the geography of countries in Europe, Asia the Middle East and Africa;
- demonstrate knowledge of the geography of the areas significant from the perspective of the American Revolution and the formation of the United States.

Fifth grade students will: do all of the above plus:

- locate and demonstrate knowledge about the great lakes of the world (all continents);
- identify and locate Central and South America, and the their largest countries on a globe or maps;
- demonstrate knowledge about major relief features in Central and South America (the Amazon River, the Andes, etc.);
- locate the ancient Mezoamerican civilizations;
- locate the activities of the Conquistadors;
- locate the voyages of the European explorers and tradesmen;
- locate the activities of the slave trade;
- locate Russia in relation to its early growth and expansion; climate;
- locate the Japanese islands in relation to its development and religion; climate;
- demonstrate knowledge about the U.S.A. -
  a. the fifty states and their capitals;
  b. the Civil War, the states and sites where it was fought;
  c. reconstruction and westward expansion after the Civil War;
  d. major American Indian tribes and their original territories.

Sixth grade students will: do all of the above plus:

- locate and discuss the great deserts of the world (hot and cold);
- demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions;
- demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important historical events of antiquity;
- demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the time, the sociology of the time;
- demonstrate knowledge of the geography of Latin America, in relation to the history of the Independence Movements;
- demonstrate expanded knowledge of the geography of the U.S. and the world in relation to nineteenth century immigration, industrialization, urbanization, social reforms.

Seventh grade students will: do all of the above plus:

- demonstrate expanded knowledge of world geography in relation to the America's becoming a world power;
- locate and discuss the geography of important events - parts of World War I (1914-1918);
- demonstrate thorough knowledge of the geography of the countries of Western and Central Europe, as related to population, industrialization, resources, transportation, alliances, etc.;
- discuss the geography of Russia in relation to the Russian Revolution (1917);
- discuss the geography of the United States in relation to the history of the Twenties and the Great Depression;
- demonstrate knowledge of the geography of Europe and the world in relation to the major events of World War II;
- demonstrate expanded knowledge of the geography of the United States, including mountains, water features, political and economic features, cities, population, etc.

Eighth grade students will: do all of the above plus:

- discuss the geography of the British colonial empire in light of its break-up in the 1950s, 1960s and 1970s;
- discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period;
- discuss the Civil rights Movement in the U.S. in connection with the geographical "hot spots";
- demonstrate knowledge of the relationship between the geography/resources of the Middle East and "Oil Politics";
- describe, from a geographical point of view, the break up of the Soviet Union and the realignment of countries after the end of the Cold War;
- discuss conflicts in Africa, the end of Apartheid in South Africa;
- demonstrate expanded knowledge of the geography of Canada and Mexico in light of the North American Free Trade Agreement (NAFTA).

1.3 *Students know how to analyze the dynamic spacial organization of people, places and environments.*

Kindergarten students will:

- describe their home in relation to the location of the school, the park, the grocery store, the place where his/her parents work, etc.;
- demonstrate awareness of where his/her out-of-state relatives live;
- begin to understand the relationship between climate and human/animal lifestyles.

First through fourth grade students will:

- understand how latitude affects climate, and demonstrate his/her understanding through examples;
- understand how the availability of water affects human lifestyles;
- discuss the relationship between climate and human development in the "Cradle of Civilization" - Mesopotamia, and, later, in Egypt, in Central America; and elsewhere.

Fifth through eighth grade students will: do all of the above plus:

- trace and/or draw custom maps featuring information according to the desired use of the maps;
- analyze maps, in order to discover and summarize information about geographical areas;
- organize information obtained through the reading of maps in graphs, diagrams, and other visual aids, in order to illustrate specific demographic, physical and other topics;
- gather field information and record it on custom maps;
- trace on maps the spread of human migrations, cultures, languages, religions, diseases;
- discover patterns of human habitation and activities through the study of maps;
- discuss the places of the world that America depends on for imported resources and goods.

* with increasing depth and competence.

Standard 2:

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

2.1 Students know the physical characteristics of places.

Kindergarten students will:

- explain why one place is better than another to build a house on;
- differentiate between natural and human characteristics of places;
- understand the existence of, and describe areas such as deserts, rain forests, plains, mountains, bodies of water, urban areas, etc.

First through fourth grade students will:

- demonstrate expanding ability to differentiate between natural and human characteristics of places;
- demonstrate deeper knowledge about particular large geographic areas, such as the Sahara desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.

Fifth through eighth grade students will: do all of the above plus:

- describe and compare the physical characteristics of places, using a variety of visual materials and data sources;
- describe and compare human characteristics of places;
- examine and explain human impact on the landscape/environment;
- identify and analyze how technology shapes the physical and human characteristics of places.

2.2 Students know how and why people define regions.

Kindergarten students will:

- begin to understand why some regions are populated by many people, and others - by few, or none;
- begin to understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions.

First through fourth grade students will:

- understand why some regions are populated by many people, and others - by few, or none;
- understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions.

Fifth through eight grade students will: do all of the above plus:

- identify and describe regions in terms of physical and human characteristics;
- explain how regions are connected through cultural ties, trade, language, resources, through the use of maps;
- explain how regions change over space and time.

2.3 *Students know how culture and experience influence people's perceptions of places and regions.*

Kindergarten students will:

- understand that peoples have adapted to living in their parts of the world;
- begin to identify characteristics of the lifestyles of peoples who live in particular regions;
- begin to understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example).

First through fourth grade students will:

- identify characteristics of the lifestyles of peoples who live in particular regions;
- understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example).

Fifth through eighth grade students will: do all of the above plus:

- gather and compare information on how people of different backgrounds view the same place or region;
- compare ways in which people of different cultural origins build out and name places in the same regions;
- explain why immigrants to the United States hold on to customs from their home countries.

Standard 3:

Students understand how physical processes shape the Earth's surface patterns and systems.

3.1 Students know the physical processes that shape Earth's surface patterns.

Kindergarten students will:

- identify and describe some of the Earth's physical elements - air, land water, plants and animals;
- begin to understand the nature of the Solar system and how the Earth-Sun relationship affects climate;

First through fourth grade students will:

- demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge;
- understand how physical processes from within and without the Earth affect the Earth surface and climate.

Fifth through eighth grade students will: do all of the above plus:

- understand and describe how the environment can affect human settlement and vice versa;
- identify the elements of ecosystems and explain how they are related to life within;
- research and explain how physical processes influence ecosystems;
- explain the distribution of types of ecosystems and their impact on human populations;
- analyze the importance of distance in human interaction.

3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.

Kindergarten students will:

- tell where some plants, animals and people live, and where they do not live and why;

- begin to understand how climate influences vegetation patterns, and how that, in turn, influences animal and human life;
- describe the environment of the area where they live.

First through fourth grade students will:

- demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life;
- demonstrate understanding of the ability of plants, animals and humans to adapt to living in various and changing environments;
- describe the environment of the area where they live and areas they have visited or have heard about, or have studied about.

Fifth through eighth grade students will: do all of the above plus:

- identify and describe the physical components of the Earth's atmosphere, lithosphere, hydrosphere, and biosphere (e.g. climates, land forms, bodies of water, ecosystems);
- understand how natural processes create or change land forms, and give actual geographic locations as examples;
- define renewable and non-renewable Earth resources;
- predict the consequences of physical processes on the Earth's surface and weather conditions.

Standard 4:

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

4.1 Students know the characteristics, location, distribution, and migration of human populations.

Kindergarten students will:

- differentiate between small and large human settlements;
- speak about the migration of the members of their own families;
- identify some cities with large populations in this country;
- identify some countries with large populations.

First through fourth grade students will:

- discuss the countries of origin of their ancestors, and locate them;
- identify and locate cities with large populations in this country;
- identify and locate countries with large populations;
- use maps to describe and explain population densities in parts of the world.

Fifth through eighth grade students will: do all of the above plus:

- describe and discuss the reasons for human migrations (e.g. famine, slave trade, wars, persecution) after studying related literature;
- create graphs depicting population numbers and distribution;
- describe the influence of population on environment;
- analyze the characteristics of a certain population.

4.2 Students know the nature and spacial distribution of cultural patterns.

Kindergarten students will:

- understand some of the elements of culture: food, clothing/adornment of the body, tools and weapons, housing/shelter, modes of transportation, languages, customs, etc.

First through fourth grade students will:

- understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (recreation, religion, arts, etc.)

Fifth through eighth grade students will: do all of the above plus:

- use interviews with real people to define cultural change;
- differentiate among different cultures in Colorado;
- differentiate among different cultures in other parts of the world;
- use cultural clues/artifacts to identify historical migrations;
- analyze the impact of various cultures on physical elements of the Earth;
- use a variety of maps to research information regarding the location and movements of various cultures;
- analyze geographical factors that have generated cultural change.

4.3 Students know the patterns and networks of economic interdependence.

Kindergarten students will:

- identify what kind of economic activity their parents participate in to earn a living;
- identify some economic activities in areas of Colorado (agriculture, mining, resorts, etc);
- describe some economic networks used in daily life, such as transportation.

First through fourth grade students will:

- identify major economic activities in Colorado and other States, and in other countries;
- describe economic networks used in daily life, such as transportation, banking, telephone system, etc.;
- identify major economic activities in the countries that they have studied about.

Fifth through eighth grade students will: do all of the above plus:

- identify economic activities within a region and examine the reasons for their locations;

- explain the need for trade among regions, based on local availability of resources and goods;
- construct maps to illustrate historical patterns of human origins and activities;
- compile examples of cultural and economic reasons for changes in human societies;
- analyze systems to deliver services and goods;
- discuss world trade and explain the systems that support it.

4.4 Students know the processes, patterns, and functions of human settlement.

Kindergarten students will:

- discuss stories about far-away lands and people and compare their lives with that of their own community;
- discuss their parents' occupation and how it relates to the part of the country where their family lives.

First through fourth grade students will:

- discuss differences between prehistoric and modern human settlements in this part of the country;
- discuss differences between rural and urban human settlements;
- demonstrate understanding of spacial characteristics of parts of the city (residential, central business, recreational, etc.);
- guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area.

Fifth through eighth grade students will: do all of the above plus:

- use maps to compare and contrast historic factors that have changed land use in a region;
- deduct geographical reasons for human settlements in specific areas;
- classify cities according to their human and environmental characteristics;
- compare patterns of land use and human settlement in various regions;
- classify cities according to their physical characteristics;
- analyze the process of the creation of a megalopolis.

4.5 *Students know how cooperation and conflict among people influence the division and control of the Earth's surface.*

Kindergarten students will:

- discuss stories about the native Americans and conflicts among the tribes;
- discuss stories about the first Europeans in America and their search for gold and silver (for some), and for freedom and living space (for others).

First through fourth grade students will:

- understand that today's residents of Colorado/the U.S. are relative newcomers;
- understand the meaning of country boundaries and why people have created them;
- understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons;
- understand the configuration of a town/city within a county, within a state, within a country, a continent, the Earth.

Fifth through eighth grade students will: do all of the above plus:

- describe political, social, and economic divisions throughout early American history;
- understand and describe how people divide the Earth's surface into different types of territorial units;
- analyze the reasons for divisions and cooperation among peoples, in terms of geography.

Standard 5:

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

5.1 Students know how human actions modify the physical environment.

Kindergarten students will:

- discuss various types of human housing - from caves to high-rise apartments;
- begin to understand that some regions are populated by many people, and others - by few, or none;

First through fourth grade students will:

- demonstrate understanding of why some regions are populated by many people, and others - by few, or none;
- understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions;
- understand how human activities impact the lives of animals, and of other people.

Fifth through eighth grade students will: do all of the above plus:

- examine the factors that have caused the disappearance of an animal or plant species;
- understand the interrelatedness of environmental systems and its impact on life (human and other);
- describe ways in which humans adapt to physical changes in the Earth's environments;
- explain how environmental changes in one place affect other places (acid rain, pollution, pesticides, etc.);
- predict new ways for humans to adapt to their environments;
- use maps to track the influence of environmental changes from one place to another.

5.2 *Students know how physical systems affect human systems.*

Kindergarten students will:

- understand why people can build housing in some places and not in other;
- understand the need to keep the environment clean.

First through fourth grade students will:

- understand that surface relief has a major impact on human activities;
- understand that climatic changes over time bring changes in human habitation and activities;
- understand the causes of natural disasters.

Fifth through eighth grade students will: do all of the above plus:

- understand how population growth affects air, land and water quality, and how they impact the physical environment;
- explore the positive and negative effects of humans on the environment;
- explain how people's lives are influenced by population movements.

5.3 *Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.*

Kindergarten students will:

- compare the size of settlements they know today, with their size years ago;
- understand why all human settlements are located near rivers;
- begin to understand that resources are necessary for human existence;
- begin to understand what kinds of resources are necessary for human existence.

First through fifth grade students will:

- understand what kinds of resources are necessary for human existence;
- understand that resources are not distributed equally everywhere;

- understand the difference between renewable and non-renewable resources;
- begin to understand that existing resources are not unlimited, and will not last forever;
- begin to understand that, as some resources are depleted, people develop technologies to use different resources;
- understand the need for careful management of resources;
- understand the need for exploration for new resources.

Fifth through eighth grade students will: do all of the above plus:

- track specific resources' distribution throughout the world;
- compare countries and their development based on their available resources;
- examine current impact of resource use;
- predict the changes to a region with better management and resource use;
- examine and report how energy resources in different countries are used.

Standard 6:

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

6.1 Students know how to apply geography to understand the past.

Kindergarten students will:

- compare the housing of people from different historical periods and point out the influence of geography on it;

First through fifth grade students will:

- demonstrate understanding that climates have changed over time;
- understand that changing environments have influenced and are influencing people and events in the past and present;
- use maps to describe the human and environmental factors that have marked the history of various regions.

Fifth through eighth grade students will: do all of the above plus:

- identify the various geographic aspects of a region;
- analyze the impact human migration has had on regions and countries;
- examine how various regions/countries deal with social, economic and political changes.
- explain how competition for resources causes conflict.

6.2 Students know how to apply geography to understand the present and plan for the future.

Kindergarten students will:

- describe their own home, where it is located, and what is in its vicinity.
- describe what kind of home/world they would like to live in, in the future.

First through fifth grade students will:

- observe and describe community issues from a spacial perspective: the building of new houses in the neighborhood, heavy traffic, etc.;
- explain how human-induced factors can change the environment (development versus conservation);
- compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future.

Fifth through eighth grade students will: do all of the above plus:

- examine various social, political and economic regions and see how they are different from past to present;
- show how environments and resources have affected various areas from past to present;
- predict the future of regions based on available resources and human interaction.
- explain and discuss the need for responsible environmental management practices.

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